

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Wolsey-Wessington School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Donna Huber, Team Leader; Chris Sargent, Linda Shirley, Education Specialists; and Dan Rounds and Mary Livermont, Transition Liaisons.

Dates of On Site Visit: January 22, 2013

Date of Report: February 13, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;
- (3) A statement of the special education and related services and supplementary aids and services ...
- (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;
- (5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
- (7) A description of how the student's progress toward the annual goals described in this section will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- (8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals; and

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Timeline for Completion: 45 calendar days from the report date listed above.		
Student:	Required Action:	Data To Be Submitted:
<p>Student File # 1: This student was reported on child count under the category of 515. This student's IEP did not adequately address all required content areas including:</p> <ul style="list-style-type: none"> a. PLAAFP – did not address all areas affected by the disability b. PLAAFP – how the disability affects the student's progress in the general curriculum c. The goals did not address the student's primary disability d. Goals did not reflect the person responsible to carry out the goal/s e. Description of services did not provide a clear description of the services the district was committed to provide. f. Justification for placement 	<p>The district will need to develop a new IEP to adequately address all required IEP content to meet the student's needs associated with the disability.</p>	<p>District will submit:</p> <ul style="list-style-type: none"> 1. Prior Notice for the meeting 2. IEP 3. Parental Prior Notice
<p>Date Data Submitted:</p> <p>Status:</p>		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 3: This student was reported on child count under the category of 570. This student's IEP did not adequately address all content areas including:</p> <ul style="list-style-type: none"> a. Description of services did not provide a clear description of the services the district was committed to provide. 	<p>The district will need to amend the IEP to adequately address all required IEP content.</p>	<p>The district will need to submit:</p> <ul style="list-style-type: none"> 1. The amend IEP 2. Parental Prior Notice
<p>Date Data Submitted:</p> <p>Status:</p>		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 4: This student was reported on child count under the category of 570. This student's IEP did not adequately address all content areas including:</p>	<p>The district will need to amend the IEP to adequately address all required IEP content.</p>	<p>The district will need to submit:</p> <ul style="list-style-type: none"> 1. The amend IEP 2. Parental Prior Notice

<ul style="list-style-type: none"> a. Description of services did not provide a clear description of the services the district was committed to provide. b. Justification for placement 		
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 7: This student was reported on child count under the category of 525. This student's IEP did not adequately address all required content areas including:</p> <ul style="list-style-type: none"> a. PLAAFP – how the disability affects the student's progress in the general curriculum b. The goals did not address all areas of eligibility, nor did the PLAAP reflect why the IEP did not address all areas of eligibility. c. Description of services did not provide a clear description of the services the district was committed to provide. d. The IEP did not address participation with non-disabled peers. e. Transition – course of study 	<p>The district will need to develop a new IEP to adequately address all required IEP content to meet the student's needs associated with the disability.</p>	<p>District will submit:</p> <ul style="list-style-type: none"> 1. Prior Notice for the meeting 2. IEP 3. Parental Prior Notice
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 9: This student was reported on child count under the category of 510. This student's IEP did not adequately address all required content areas including:</p> <ul style="list-style-type: none"> a. PLAAFP – how the disability affects the student's progress in the general curriculum b. PLAAFP – no parent input 	<p>The district will need to develop a new IEP to adequately address all required IEP content to meet the student's needs associated with the disability.</p>	<p>District will submit:</p> <ul style="list-style-type: none"> 1. Prior Notice for the meeting 2. IEP 3. Parental Prior Notice

c. Description of services did not provide a clear description of the services the district was committed to provide. d. The IEP did not address participation with non-disabled peers.		
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
Student File # 11: This student was reported on child count under the category of 560. This student's IEP did not adequately address all required content areas including: a. Transition – course of study	The district will need to amend the IEP to adequately address all required IEP content.	The district will need to submit: 1.The amend IEP 2. Parental Prior Notice
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
Student File # 15: This student was reported on child count under the category of 525. This student's IEP did not adequately address all required content areas including: a. Transition – course of study b. Appropriate measurable postsecondary goals ... related to training, education, employment, and, if appropriate, independent living skills c. Transition assessment	The district will need to develop a new IEP to adequately address all required IEP content to meet the student's needs associated with the disability after the district has evaluated in the area of transition.	District will submit: 1. Prior Notice Consent to evaluate for transition 2. Transition written report 3. Prior Notice for the meeting 4. IEP 5. Parental Prior Notice
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
Student File # 14: This student was reported on child count under the category of 510. This student's IEP did not adequately address all	The district will need to amend the IEP to adequately address all required IEP content.	The district will need to submit: 1.The amend IEP

required content areas including: a. Transition – course of study		2. Parental Prior Notice
Date Data Submitted: Status:		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.
The district will ensure IEPs adequately address all required content and are developed to address each area of eligibility.
Each teacher who submitted for Prong 1 will need to submit the following for one student: <ol style="list-style-type: none"> 1. A copy of the most recent eligibility document 2. Copy of the prior notice for the IEP meeting 3. Copy of the IEP 4. The training date, instructor and participants will be documented and submitted to the team leader to verify technical assistance was provided.
Target Date for Completion: January 3, 2014
Date - Status Report:

Student:	Required Action:	Data To Be Submitted:
Student File # 1,17, 18 and 19: Accommodations/modifications were not consistently provided, used for instruction during the assessment administration or documented appropriately in these files.	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: <ol style="list-style-type: none"> 1. The district will review current policy/procedure to determine why discrepancies are occurring. 2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments. 3. Train IEP staff and testing coordinator in the procedures/process. 4. Implement procedures and collect data to verify accommodation are appropriately documented and provided during state/district assessments 	The district will collect and submit to SEP the following data: <ol style="list-style-type: none"> 1. Written description of the districts review process to identify why the discrepancies are occurring. 2. Written description of the process the district will implement to correct the discrepancies. 3. Training documentation to include the date staff training occurred, name of individual who provided the training and sign-in sheet with the names of all participants/position titles, who attended the training.
Date Data Submitted:		

Status:
Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.
Required Action: Implement policy/procedure/practice identified in Prong #1.
Data To Be Submitted: Data submitted for Prong #1 will be used to verify correction.

State Performance Plan – Performance Indicators

Indicator 1 – Graduation Rate

Percent of youth with IEP's graduating from high school with a regular diploma.

State Target: 84% District Rate: 77.3% District Response: The district receives several open enrollment students who enter the Wolsey-Wessington School District with fewer credits than what would be expected of a student their age. The district continues to look at ways to help students who are credit poor to make up credits and if possible work to rejoin their graduation cohort. Currently the district offers credit recovery through DIAL, independent study during the school year, and we are blessed to have incredible teachers who work hard for every student. The district will continue to seek out additional avenues for students.

Indicator 3 – Participation/Performance on Assessment

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

State Target: 99.30% District Rate: 100% District Response: The district's RtI program along with the district's special education staff work hard to meet the needs of all students including those with disabilities. Students who are absent during the testing period are pulled from non-academic periods to complete the test with an emphasis on no removals from the same class multiple times.
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